SY 2020 - 2021
Academic Plan

Hilo Intermediate School

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Date: 5/15/2020

Approved by Esther Kanekailua

Date: 5/15/2020
Hilo Intermediate’s School’s SY 2020-21 Academic Plan--Original Draft to Submit to CAS

Our Academic Plan is based on our Comprehensive Needs Assessment (CNA) findings. It outlines the action steps Hilo Intermediate School will take to address our school’s primary needs to increase student achievement and strengthen school systems leading to sustainable improvement.

CNA Root Causes:

Hilo Intermediate School lacks common understanding and consistent implementation of systems in the following areas:

1. Effective student support systems that address all learners, especially our high needs students (EL, Sped, Low-SES):
   - Section A-- Instructional Practices that make content standards (including CCSS ELA, Literacy and math and NGSS in science) comprehensible to all students, especially our EL, SPED, and Low-SES students. (See pages 1-4)
   - Section B-- RTI Academic and Behavior (See pages 4-12)
   - Section C-- Data Team Process for ART and departments (See pages 12-15)
   - Section D-- Chronic Absenteeism & Tardies (See pages 15-16)

2. Clear and consistent communication systems within the school and between school and home:
   - Section E-- Intentional and transparent communication within the school regarding meeting structures and decision making processes, including systems for sharing information, receiving feedback and follow through (See pages 17-19)
   - Section F-- Regular and open communication between school and home to build parent-school relationships and increase parent involvement in their child’s learning (See pages 20-21)

(SW1)

Section A

Root Cause A:

Hilo Intermediate School lacks common understanding and consistent implementation of the following student support systems:

- Effective Instructional Practices that make content standards (including CCSS in all classes and NGSS in science) comprehensible to all students, especially our EL, SPED, and Low-SES students.

(SW1)

Desired Outcomes
Overall Proficiency Goals--By the end of SY 2020-21,
- The percentage of students meeting ELA proficiency will increase from 46% to 56% as measured by SBA.
- The percentage of students meeting math proficiency will increase from 41% to 54% as measured by SBA.
- The percentage of students meeting science proficiency will be 25% as measured by NGSS.

High Needs Proficiency Goals--By the end of SY 2020-21,
- The percentage of EL students meeting ELA proficiency will increase from 13% to 23% as measured by SBA.
- The percentage of EL students meeting math proficiency will increase from 5% to 15% as measured by SBA.
- The percentage of SPED students meeting ELA proficiency will increase from 1% to 11% as measured by SBA.
- The percentage of SPED students meeting math proficiency will increase from 0% to 10% as measured by SBA.
- The percentage of Low-SES students meeting ELA proficiency will increase from 43% to 53% as measured by SBA.
- The percentage of Low-SES students meeting math proficiency will increase from 36% to 46% as measured by SBA.

Achievement Gap Goals--By the end of SY 2020-21,
- The achievement gap between high needs and non-high needs students in ELA will decrease from 37% to 25% as measured by SBA.
- The achievement gap between high needs and non-high needs students in math will decrease from 41% to 22% as measured by SBA.

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<th>Solutions/Enabling Activities</th>
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| What will we, as a school and specifically as a department, do to address this root cause? What is our action plan to ensure all students are meeting academic proficiency and the gap is closing? | 1) How do we know that what we are doing is effectively impacting academic proficiency and closing the gap? What measures of progress will we use? What data/evidence?  
2) How do we know that implementation is being done with fidelity? Data/evidence?  
3) Who will be the "lead" person(s) to monitor implementation (and bring data to ART)? |

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<th>Effective Instruction</th>
<th>#1 Assessments/Measures of progress:</th>
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| 1. Prioritize and establish focused professional development opportunities for all teachers and staff to provide targeted instructional practices designed to support student growth and achievement, specifically: | • Interim assessments to be collected/analyzed monthly or quarterly:  
  - STAR Reading, STAR Math,  
  - Department CFAs, and/or Block |
A. BERC’s Habits of Effective Instruction (with a focus on What to Learn & Talk to Learn*), and the peer (teacher) observation and self-reflection protocols
B. CCSS/NGSS Instructional Shifts—The shifts are needed for teachers to effectively implement CCSS ELA/Literacy, CCSS Math/8 Mathematical Practices, and NGSS Science.
(WASC Recommendation, pg. 25, Critical Areas for Follow-Up, pg. 40)
C. SIOP Model or other evidence-based models that address the academic needs of ELs
D. Differentiated instruction
E. Time to Teach—schoolwide & classroom strategies/rituals and routines
F. Introduction to Visible Learning & the impact on learning (Effect Size)
G. Cycle of Instruction

*Talk to Learn strategies increase student voice by giving students more discussion time to process, explore and develop their ideas which deepens their understanding of a topic and enables them to articulate and share their thoughts.
(WASC Recommendation, pg. 38)

Funding for—
1A: BERC PDs and Data Collection: $14, 000, Funded by Title 1
1C: SIOP/EL PDs sponsored by District

2. Create and utilize Professional Development Implementation Plans for all PDs stated in this Academic Plan. The essential components of an effective PD Implementation Plan include:
- Identified need based on CNA/data and teacher input/feedback
- Training/in-service
- Purpose, goals and objectives
- Specific activities to achieve the goals & objectives
- Designated responsibilities (who will do what) and clear expectations
- Support, feedback, follow up, and coaching by academic coaches to help teachers implement targeted instructional practices

Assessments, etc.
- Read/Math180 Data Reports on student progress + pre/mid/post diagnostic assessments,
- EOY Assessments: ELA & Math SBA, NGSS

#2 Implementation with fidelity/Monitoring:
- Department pacing guides (Teachers are on pace per department grade level.)
- Meeting minutes, agenda, attendees
- Walkthrough (Snapshot) data collection
- PD Implementation Plans
- PD agendas, sign-in sheets, materials
- BERC’s data collection—twice a year

#3 Implementation Leads:
- TBD (See Section C, 2G, pg. 14)
- Timelines for completion of activities
- Implementation monitoring & data collection/analysis
- Time for teacher collaboration & planning (dept meetings, NTPs, pullout sub days, 21 hours, etc.)
- Teacher/admin accountability measures (How do we all hold ourselves accountable for implementation with fidelity?)

(WASC Critical Areas for Follow-Up, pg. 40)
SW6
Hawaii, Equity, School Design, Empowerment, Innovation

Section B

Root Cause B: Hilo Intermediate School lacks common understanding and consistent implementation of the following student support systems:

- RTI— Academic and Behavior
  (SW1)

**Desired Outcomes**

RTI Academic Goals—See Desired Outcomes in Section A. In addition to the Desired Outcomes stated in Section A, by the end of SY 2020-21,
- 50% of students in the Read 180 classes will move from the red to the yellow proficiency band in the STAR assessment.
- 90% of students in the Math 180 classes will move from the red to the yellow proficiency band in the STAR assessment.
- 10% of students in the Math 180 classes will be proficient on the SBA Math Assessment.
- The number of EL students who will be on track to Growth to Target will increase from 1 student to 2 students as measured by WIDA.

RTI Behavior Goals— By the end of SY 2020-21,
- The percentage of students responding favorably to Classroom Teacher-Student Relationships on the Panorama Survey will increase from 67% to 77%.
- The percentage of students responding favorably to Classroom Climate on the Panorama Survey will increase from 71% to 81%.
- The percentage of students responding favorably to Classroom Engagement on the Panorama Survey will increase from 50% to 60%.
- The percentage of students responding favorably to School Belonging on the Panorama Survey will increase from 49% to 60%.
- The percentage of students responding favorably to School Safety on the Panorama Survey will increase from 50% to 60%.
- The percentage of students responding favorably to Valuing of School on the Panorama Survey will increase from 63% to 73%.

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<th>Multi-Tiered Systems of Support</th>
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<tr>
<td>1. Develop and implement an effective schoolwide Response to Intervention (RTI) System in order to provide personalized supports for at-risk students. An RTI system is a problem-solving multi-tiered framework utilized to provide extra help for struggling students in academics (reading/literacy and math) and behavior (including social-emotional behavior). The essential components of an effective RTI System include:</td>
<td>- Interim assessments data to be collected/analyzed monthly, quarterly (and more frequently for intervention students) such as:</td>
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<td>A. Three-tier levels of academic/behavior instruction, interventions and supports.</td>
<td>- STAR Reading, STAR Math, Department CFAs, and/or Block Assessments, etc.</td>
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<td>B. A screening process to identify at-risk students and pinpoint the areas of need.</td>
<td>- Read/Math180 Data Reports on student progress + pre/mid/post diagnostic assessments.</td>
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<td>C. Ongoing formative assessment to monitor student progress and continuous evaluation of intervention effectiveness</td>
<td>- Student perception surveys (such as Google Form surveys) conducted quarterly regarding Classroom Teacher-Student Relationships, Classroom Climate, School Belonging and School Safety. Questions would be similar to those on the Panorama Survey.</td>
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<td>D. Data informed decision making and evaluation at all levels of intervention and instruction. Interventions will be implemented with fidelity.</td>
<td>- EOY Academic Assessments: ELA &amp; Math SBA, and NGSS</td>
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(WASC Critical Areas for Follow-Up, pg. 40)
A. **Tier 1 Academic & Behavior**

Sound classroom practices, along with strong school values and policies, are Tier 1 interventions that support ALL students. All teachers & staff will strengthen Tier 1 supports in all classes by providing the following:

- **HIGH-QUALITY DIFFERENTIATED INSTRUCTION AND ASSESSMENT:** All teachers will provide high-quality evidence-based instruction, utilizing differentiated instruction and small group interventions in the regular classroom. In addition, teachers will create formative assessments to measure the knowledge and skills students need to complete daily learning targets and academic standards. High-quality instruction is essential and forms the foundation of classroom academic support.
- **RELATIONSHIP BUILDING STRATEGIES:** All teachers/staff build positive teacher-student relationships.
- **CLASSROOM RITUALS AND ROUTINES:** All teachers will create a positive learning environment utilizing Time to Teach classroom management strategies, BERC’s Ready to Learn instructional habits, and schoolwide proactive classroom management strategies.
- **CLASSROOM DISCIPLINE PLANS:** All teachers will have a classroom discipline plan that includes the use of refocus, behavior interventions, documentation and leveled consequences.

B. **Tier 2 Academic**

The school will provide Tier 2 Academic supports in reading and math:

- **Develop a Tier 2 academic intervention plan that provides additional targeted help for at-risk students who need more intensive interventions in reading and math.** The following programs will be implemented in Tier 2 intervention classes:
  - Read 180 program in ELA intervention classes
  - Math 180 program for Math intervention classes
  - Third Quest, Imagine Learning and Read 180/System 44 in EL Workshop classes.

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- **EOY student perception Panorama Survey**

#2 Implementation with fidelity/monitoring:

- RTI System
- Tier 2 intervention plans
- Cohort Student Support System
- Walkthroughs to monitor implementation of Read 180/System 44, Into Lit, and Math 180
- Meeting minutes, agenda, attendees
- PD Implementation Plans
- PD agenda, sign-in sheets and training materials
- Pacing guides include interventions
- Student Voice Plan
- Parent Communication Plan
- Student Goal Setting System
- BERC’s data collection--twice a year
- Technology Plan
- Comprehensive EL Plan
- SEL Program
- Co-/Extra-Curricular Monitoring System

#3 Implementation Lead(s):

- TBD (See Section C, 2G, pg. 14)
• Teachers/staff of the intervention classes will implement the programs with fidelity. Read 180 and Math 180 are comprehensive systems of instruction, assessment and professional development that use both traditional and online instruction. The use of formative assessments, a flexible rotation model and technology help to customize learning for students and ensure students are meeting learning targets and academic standards. Training and coaching support for teachers/staff of these programs are keys to the programs’ and students’ success.

• Increase progress monitoring based on RTI A Tier 2 intervention plans in Math and Reading using the reports generated by each respective program.

C. Tier 2 Behavior
Students who are not making progress in Tier 1 will receive Tier 2 behavior support. Tier 2 behavior interventions provide more targeted support for students who need alternate strategies to support their behavioral success.

• Develop and implement Tier 2 behavior intervention action plans that provide supplemental and intensified support for at-risk students who need additional targeted help with social-emotional learning and behavior.

• Assign teachers/staff to coordinate Tier 2 behavior interventions. This will be done through the Cohort Student Support System currently in works.

• Increase progress monitoring based on RTI B Tier 2 plan.

D. Tier 3 Academic/Behavior
Students who are not making progress in Tier 1 and Tier 2, will receive Tier 3 supports. Assigned teachers & staff will:

• Develop and implement Tier 3 intervention plans that provide intensive, targeted, individualized interventions for students identified with high-risk needs in the areas of math, reading and behavior. Formative assessments will be used to measure the knowledge and skills students need to complete daily learning targets and academic standards.
- Students who do not make adequate progress in response to these targeted interventions may also be referred for comprehensive special education evaluation.
- Assigned teachers/staff will coordinate Tier 3 behavior interventions.
- Increase progress monitoring based on RTI Tier 3 Plans.

(WASC Recommendation, pg. 25, 31, 34)

3. Develop and implement a high impact parent communication plan that focuses on increasing two-way communication with parents of struggling, high needs students who require interventions. Some of the information teachers may provide for parents are: information about their child's progress, instruction and interventions used, and the academic/behavior goals for their child, etc. For example, teachers may provide parents with a progress monitoring graph after every assessment.

4. Develop a student centered goal setting system that includes the opportunity for students to track, reflect and share progress and to shift from fixed to growth mindset. Coaches will collaborate and train teachers on how to implement the goal setting systems with students.

5. Provide professional development, coaching, and/or collaborative planning time (NTPs, department meetings, pullout sub days) for teachers, co-teachers, and support staff to:
   A. Explore and implement ways for the faculty to build common knowledge and clear understanding of the RTI system, its tiered levels of supports, and how it differs from special education so the faculty can use the appropriate strategies to better meet the needs of all students while providing support for identified students. (WASC Recommendation, pg. 34; Critical Areas for Follow Up, pg. 40)
   B. Strengthen Tier 1 Core Instruction,* and create Tier 1 interventions for students in all content area classes. Teachers of Tier 2 intervention classes and other assigned staff will create Tier 2 & 3 intervention plans. *Core
Instruction is the instructional strategies used routinely with all students in a general education setting.

C. Develop and implement a Cohort Student Support System that empowers teachers to implement strong Tier 1 instruction and interventions and provide personalized support for students in their classrooms. *(WASC Recommendation, pg. 38)*

D. Increase the application of technology within instruction to support greater student learning. Re-establish the technology committee and implement a schoolwide Technology Plan. *(WASC Recommendation, pg. 31)*

E. Design a rigorous and challenging standards-based curriculum in all classes, using scope and sequence, instructional strategies and materials, formative assessments and technology to meet the needs of all students:

- *Math Curricula:* *Math 180* will be implemented in Tier 2 intervention & SPED classes. *Go Math* and *IXL*—a supplement to build mastery of skills identified as foundational for attaining the grade level standards—will be used in general ed and Honors classes.
- *ELA Curricula:* *Read 180/System 44* for developing readers will be used in Tier 2 intervention and SPED classes. *Into Literature* will be used in general ed and Honors classes.
- *EL Workshop classes* will implement *Third Quest* (a comprehensive reading intervention program that provides phonics based instruction), *Read 180/System 44* (that also provides explicit instruction in phonics, comprehension, and writing) and *Imagine Learning*.

**Funding for—**

5C: Berckemeyer PD, $8,000, funded by Title 1

5D: Math 180, Read 180/System 44, Into Literature Curricula ($107,500) and professional development & coaching ($71,500), Total $179,000, funded by Title 1

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6. Develop and implement a schoolwide Comprehensive EL Plan that is shared with all stakeholders and
A. Uses WIDA Access 2.0 scores for placement and monitoring
B. Includes regular monitoring of EL’s progress in listening, speaking, reading, and writing
C. Provides a guide for a comprehensive approach to educating ELs
D. Provides opportunities for training and collaborative planning time for implementation
E. Utilizes a Self Study Report process to evaluate implementation
F. Builds common understanding among stakeholders for EL programming and instruction
G. Creates a sense of shared accountability among stakeholders to support ELs in reaching their full academic potential.

7. Address the needs of all learners by providing a variety of programs and supports that improve students’ skills outside the general education core subject area classes. When necessary, professional development and collaborative planning time will be provided for teachers and staff to implement these various programs and supports:
   A. EL WORKSHOP classes provide ELs opportunities to develop language and reading skills.
   B. AVID CLASSES prepare low-SES or struggling students for college. The implementation of schoolwide AVID strategies in all classes provides all students the same support.
   C. HONORS CLASSES prepare students for higher level (AP) classes in high school and college.
   D. ESSENTIAL (ELECTIVE) CLASSES offer students opportunities to showcase their talents, develop new interests and abilities and develop social, practical, and behavioral skills.
   E. SGA (Student Government Association) is the voice of the student body and provides students the opportunity to develop leadership.
   F. SEL PROGRAM provides students with the tools and skills to foster social-emotional competencies and excel in and out of the classroom (school, workplace and life).
G. CO-CURRICULAR and EXTRA-CURRICULAR ACTIVITIES provide students the opportunity to extend their learning experience beyond the classroom and are essential for all around development of students. The school will establish a system to actively monitor the effectiveness of co-/extra-curricular activities to meet the needs of the students outside of the classroom.

(WASC Recommendation, pg. 38)

H. SBBH provides behavioral health services for students experiencing social, emotional, and behavioral difficulties.

I. SUPPORT STAFF (EAs, PTTs, PPTs and/or PPEs) provides additional support in inclusion classes, SPED classes, EL workshop classes, Tier 2 intervention classes, etc.

J. The school will continue to utilize and coordinate with Federal, State and Local services, resources and programs to provide students a variety of educational, social emotional learning and health/well-being supports: SRO-DARE, Gear Up, Reach, Hawaii Science and Technology Museum, Community Health Awareness Partners (808NOVAPE), community scientists-mentors (for Science Olympiad students), Hilo-Yurihama (Japan) Sister City Program, etc.

(SW5)

8. Revisit, define and strengthen PBIS objectives and implementation plan, including:
   - Kuleana, Aloha, Pono/Vision & Mission
   - Heroes program
   - Attendance/Tardy program
   - Schoolwide expectations
   - GLO expectations/Vision and Mission
   - SEL Curriculum/Character building

9. Explore ways to obtain student input and involve students in dialogue and decision making about how to best meet their needs so that student voices are heard.

(WASC Recommendation, pg.38)

(SW6)
Section C

Root Cause C:
Hilo Intermediate School lacks common understanding and consistent implementation of the following student support systems:

- Data Team Process for ART and departments (SW1)

Desired Outcomes:

See “Desired Outcomes” for Section A Instructional Practices and Section B RTI.

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<td><strong>Data Teams</strong></td>
<td>2) How do we know that implementation is being done with fidelity?</td>
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<tr>
<td>1. Implement a data driven systematic approach to address the achievement gap between high needs versus non high needs students, which is increasing longitudinally. Departments will focus on student work. ART will focus on the Academic Plan.</td>
<td>3) Who will be the “lead” person(s) to monitor implementation (and bring data to ART)?</td>
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<td>#1 Assessments/Measures of progress:</td>
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<td>- Interim assessments data to be collected/analyzed monthly, quarterly (and more frequently for intervention students) such as:</td>
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|  | ✤ STAR Reading, STAR Math,
(WASC Critical Areas for Follow Up, pg. 40)

2. Strengthen the Data Team process to address identified areas of academic need and monitor and evaluate the results to adjust instruction. ART & Leadership will work together to:

   A. Establish schoolwide data team protocols and objectives
   B. Provide a schoolwide timeline and schedule (calendar) for data team meetings, tasks and expectations, share-out of data team findings in faculty meetings, etc.
   C. Set aside “sacred” time for teachers and ART to conduct data teams once a week (during NTPs for teachers).
   D. Address time and calendaring barriers so that all teachers, especially those who have students with the greatest needs, are able to attend the data team meetings.
   E. Refine the data analysis processes so teachers can use the information to modify instruction to address the specific needs of all students.

(WASC Critical Areas for Follow Up, pg. 40)

F. Monitor the Academic Plan in ART/Leadership, using the data team cycle and the ART Progress Monitoring Tool, by systematically identifying student data to review to inform the school’s progress with respect to student learning.

G. At the start of the school year, assign Academic Plan Implementation Leads and clarify roles and responsibilities to ensure that pertinent data is brought to ART meetings.

H. Develop systems for posting department data team plans, data team trackers and progress monitoring tool (for ART):
   - ELA and Social Studies will focus on CCSS literacy (reading, writing, vocabulary, or speaking & listening).
   - Math will focus on CCSS Math/8 Mathematical Practices.
   - Science will focus on NGSS.
   - Encore will focus on character building/SEL and GLOs that align with our School Vision and Mission statements.

(WASC Recommendation pg. 25)
(SW3)

Department CFAs, and/or Block Assessments, etc.

- Read/Math180 Data Reports on student progress + pre/mid/post diagnostic assessments.
  - EOY Academic Assessments: ELA & Math SBA, and NGSS

#2 Implementation with fidelity/Monitoring:
- Data Team System
- Department Data Team Plans
- Department Data Team minutes, agendas, attendance
- Department Data Team Data Trackers
- PD minutes, agendas, Sign in Sheets and materials
- PD Data Team Plan
- Faculty data team presentations

#3 Implementation Lead(s):
- TBD (See Section C, 2G, pg. 14)
3. Provide professional development, coaching, and/or collaborative planning time (NTPs, department meetings, pullout sub days) for teachers, co-teachers, support staff to:
   A. Build a clear understanding of all steps in the data team cycle and how the process can be used to improve student learning, as well as set clear objectives and expectations for the work to be done.
   B. Once PD has been done, schedule time (during NTPs) for departments to create their Data Team Plans and implement all steps of the data team cycle, with fidelity and with a focus on steps 4-6, to better understand how students are progressing.
   C. Time is also needed for departments to collaboratively decide what student work will be used in the process (CFA’s, interim Blocks, STAR data) and agree on the data that provides the best insights into where student needs are greatest. Departments will then decide how the department will look at using the 6 step process-- as a whole or by grade level cohort.  
   (WASC Recommendation pg. 31)
   D. Determine where and how data trackers, progress monitoring tools and Data Team plans will be posted.
   E. Access and generate STAR database reports (for VP and coaches)

(WASC Recommendation, pg. 34)
SW6
Equity, Empowerment

Section D

Root Cause D:
Hilo Intermediate School lacks common understanding and consistent implementation of the following student support systems:

- Chronic Absenteeism & Tardies
Desired Outcomes: By the end of SY 2020-21,

- Chronic Absenteeism will decrease from 16% to 9% as reported by Strive HI.
- Chronic Absenteeism of ELs will decrease from 26% to 15% as reported by LDS (SW1)

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**Chronic Absenteeism**

1. Establish a school-wide attendance/tardy program that addresses the needs of students with chronic absenteeism and tardies.
   - A. Collect and analyze data for tardies to school and throughout the day for all subgroups.
   - B. Create and implement a schoolwide system to track and monitor students with chronic absenteeism and tardies as well as reward students who regularly attend school and are on time regularly.

2. Provide PD to build a clear understanding of the schoolwide policies regarding absenteeism and tardies.

3. Include a page in the student planner that clearly outlines the Tardy policy (what tardy is and what the consequences are). This page in the planner will be explicitly taught to students.

#1 Assessments/Measures of progress:

- Interim assessments data to be collected/analyzed monthly, quarterly (and more frequently for intervention students) such as:
  - STAR Reading, STAR Math, Department CFAs, and/or Block Assessments, etc.
  - Read/Math180 Data Reports on student progress + pre/mid/post diagnostic assessments.
  - IC tardy data, IC absence data, LDS absence data
- EOY Academic Assessments: ELA & Math SBA, and NGSS
- EOY Strive HI attendance data
4. Create and implement a targeted action plan to reduce chronic absenteeism of ELs, utilizing a three-tiered system of interventions and support.

(WASC Critical Areas for Follow-Up, pg. 40)

**SW6**
**Equity**

#2 Implementation with fidelity/Monitoring:
- Attendance/Tardy Program
- Attendance/Tardy Tracking system
- Student Concern Data System (He’e)
- Absenteeism/Tardy PD minutes, agenda, Sign-in Sheets, materials
- Planner attendance/tardy page

#3 Implementation Leads:
- **TBD** (See Section C, 2G, pg. 14)

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**Section E**

**Root Cause E:**
Hilo Intermediate School lacks common understanding and consistent implementation of the following communication systems:

- **Intentional and transparent communication within the school regarding 1) meeting structures and 2) decision making processes, including systems for sharing information, receiving feedback and follow through.**

**SW1**

**Desired Outcomes:** By the end of SY 2020-21,
- The percentage of teachers responding positively to Satisfaction on the SQS will increase 57% to 70%.
- The percentage of teachers responding positively to Well-Being on the SQS will increase 81% to 90%.

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and the gap is closing?

**Communication Systems**

1. Develop systems for intentional and transparent two-way communication within the school to establish efficient and productive meeting structures, build a positive meeting culture, and foster professional dialogue and conduct.
   A. Provide PD for teachers and staff to gain common understanding of communication systems regarding meeting structures.
   B. Improve internal communication by clearly defining the roles, responsibilities, expectations goals and objectives of school level groups (i.e., committees, cohorts, departments, leadership, etc.) to provide shared accountability of student learning.
   **(WASC Critical Areas for Follow Up 40)**
   C. Create systems for posting (for example, on google) meeting schedules (calendar) that is followed and updated regularly, minutes, agendas, attendance, action steps and follow up updates
   D. Schedule time for the following meetings:
      - Early-Release-Day Grade Level Cohorts:
        - Curriculum
        - Student Support (Concerns) and Sub-Committees
        - Logistics/Operational/Celebrations
      - Department
      - Department Data Teams
      - Faculty
      - Leadership
      - Co-Teaching

#1 Assessments/Measures of progress:
- Interim assessments to be collected/analyzed monthly or quarterly:
  - STAR Reading, STAR Math, Department CFAs, and/or Block Assessments, etc.
  - Read/Math180 Data Reports on student progress + pre/mid/post diagnostic assessments,
- EOY Assessments: ELA & Math SBA, NGSS
- EOY Teacher SQS Survey
- Quarterly SQS type Google Form questions/feedback surveys for teachers/staff

#2 Implementation with fidelity/Monitoring:
- Grade Level Cohort System
- Communication System and Meeting protocols
- Decision Making Flowchart
- Meeting minutes, agenda, list of attendees
- Department Data trackers
- ART Progress Monitoring Tool, Data Tracker

proficiency and closing the gap? What measures of progress will we use? What data/evidence?
2) How do we know that implementation is being done with fidelity?
3) Who will be the "lead" person(s) to monitor implementation (and bring data to ART)?
- ART -- to monitor the Academic Plan
- Schoolwide committees: Technology, WASC/FOL, PBIS, SEL, RTI, Parent Communication, Co-curricular Activities, etc.

(WASC Recommendation, pg. 19)
Equity, School Design

<table>
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<tr>
<th>Decision-Making Systems</th>
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2. Establish systems of intentional and transparent in-school communication for decision-making processes in order to increase shared responsibility of student learning. Systems will include measures to
- Share information and build common understanding,
- Receive feedback/input from all stakeholders
- Follow through

A. Revisit, clarify and/or revise the current decision-making agreements and communication flowchart with the faculty to ensure common understanding by all.
B. Utilize department heads/leadership team to help disseminate information, elicit feedback and make decisions.
C. Create a system for the development of the Academic Plan that involves all stakeholders (admin, teachers, school staff, parents, students and community members) to enable shared understanding, accountability and decision-making to improve student achievement.
- Provide time and methods for teachers/staff and all stakeholders to participate in the Academic Plan development process, as well as the CNA process.
- Post Academic Plan on school website for parents, students and the public.
- Share Academic Plan with the School Community Councils (SCC)

- Calendar of scheduled meetings (posted and updated weekly)
- Academic Plan development system; SCC Assurances; Academic Plan posted on school website

#3 Implementation Leads:
- TBD (See Section C, 2G, pg. 14)
### Section F

**Root Cause F:**
Hilo Intermediate School lacks common understanding and consistent implementation of the following communication systems:

- Frequent and open communication between school and home to build parent-school relationships and increase parent involvement in their child's learning

**(SW1)**

**Desired Outcomes:** By the end of SY 2020-21,
- The percentage of the SQS parent return rate on the Parent SQS survey will increase from 57% to 65%
- The percentage of parents responding positively to Parent Engagement/Involvement on the Parent SQS survey will increase from 61% to 70%.

<table>
<thead>
<tr>
<th>Solutions/Enabling Activities</th>
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<tbody>
<tr>
<td>What will we, as a school and specifically as a department, do to address this root cause? What Enabling Activities or action steps will we implement to ensure ALL students are meeting academic proficiency and the gap is closing?</td>
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<thead>
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<td>1) Impact: How do we know that what we are doing is effectively impacting academic proficiency and closing the gap? What measures of progress will we use? What data/evidence?</td>
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<tr>
<td>2) How do we know that implementation is being done with fidelity?</td>
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</table>
**Parent-School Communication System**

1. Develop and implement a Parent Communication Plan that includes the implementation of ongoing and systematic 2-way communication between school and parents to improve the school-home relationship and increase parent involvement in their child's learning.
   - A. For SY2020-21, the plan will focus on improving parent communication regarding student progress, especially the progress of our high-needs students (EL, SpEd, Low-SES) and struggling students who require interventions.
   - B. Provide PD and planning/collaboration time for teachers/staff to
     - implement the Parent Communication Plan
     - examine ways to systematically support parents, improve Parent-School relationships and implement parent communication/engagement practices that have a high impact on student achievement.
   - C. Explore ways to build relationships and establish a supportive partnership between families, school, and community:
     - Provide Parent Nights/Activities and community events that impact student achievement such as Infinite Campus, Back-to-School, Department, Cohort, Title 1, College and Career, AVID, parent-teacher conferences, etc.
     - Utilize our Parent Involver/PCNC Facilitator to coordinate parent involvement and community activities and events and promote the Family-School-Community partnership.
     - Explore ways to effectively improve parent-teacher communication and increase parent involvement and access to schools through various means including the use of technology.

(WASC Recommendation pg. 19)
SW6, SW7

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<tr>
<th>3)</th>
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<tr>
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<td>- Parent Communication Plan</td>
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<td>- Parent communication logs/student support trackers</td>
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<td>- PD Implementation Plans</td>
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<td>- PD minutes, sign-in sheets, agenda</td>
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<tr>
<td><strong>1C bullet 1:</strong> Parent engagement Nights/Activities, $2,500, by Title 1</td>
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<td><strong>1C bullet 2:</strong> PCNC position, $14,482, by Title 1</td>
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<td>Equity, School Design, Empowerment</td>
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